



Benfield School: Special Educational Needs and Disabilities (SEN) Information

We are a fully inclusive school. We ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information about the ways in which we ensure we support all of our pupils, including those with SEN, so that they realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing needs of individual pupils.

Pupils are identified as having SEN when their progress has slowed or stopped and the interventions, strategies and resources put in place are not working. When this happens, we use specific need-based plans and pupil profiles which help support their development and speed up progress. Children with SEN at **Benfield School** make good progress and achieve in line with other schools nationally. We hold **Advanced Inclusion Quality Framework** status. Other useful documents such as our SEN and Inclusion policy, Accessibility Plan and SEN staff profiles are available on the school website. If you would like further information about what we offer here at **Benfield School**, then please do not hesitate to contact the SENCO, Amy Anderson, directly on: **0191 2284096 or 0191 2656091 and ask for Learning Support.**

School entitlement offer to pupils with additional needs

For all pupils at **Benfield School** who have an additional need

- We use pupil-friendly profiles and needs-based plans. We involve pupils, parents and staff to write, review and implement them.
- We differentiate the curriculum and resources to promote pupil progress.
- We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to.
- We seek support and advice from Local Authority SEN, CYPS and Educational Psychology Service to ensure any barriers to success are fully identified and responded to.
- We plan, assess and review.
- We ensure there is access to teaching and learning for pupils with SEN, monitored through the schools self-evaluation process.

- We monitor access to teaching and learning for pupils with SEN through the schools self-evaluation process and the Inclusion Quality Framework (IQF) Award.
- We routinely evaluate teaching resources to ensure they are accessible to all pupils.
- We use ICT to increase access to the curriculum.
- We use strategies to reduce anxiety/promote emotional wellbeing.
- We evaluate behaviour and anti-bullying policies on a regular basis with a focus on the impact on pupils with SEN.
- We evaluate all school-related activities in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We place support staff where they are needed throughout the school to ensure pupil progress, independence and value for money.
- We have a fully qualified SENCO who can provide advice and guidance to staff.
- All staff have completed, and will continue to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We offer support to families and they are signposted to services and organisations which may offer appropriate support or advice via the Local Offer.
- We offer Primary to Secondary and Post-16 transition support for pupils and parents, with especial emphasis on preparing for adulthood.

For pupils who have a higher level of additional need, in addition to all the above, we provide a key worker

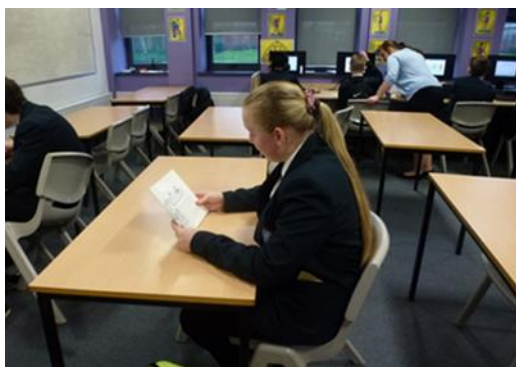
- To be an advocate for the young person
- To set targets for improvement
- To monitor progress
- To provide additional support programmes as required
- To help the young person prepare for their review
- To act as a link between home and school

Type of SEN for which provision is made at Benfield School	Type of support/provision made at Benfield School
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Cognition and Learning Needs:

e.g.

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)



We use strategies to promote and develop literacy and numeracy.

- We support access to the curriculum and to develop the skills for independent learning.
- We use small group targeted intervention programmes to improve skills in a variety of areas, e.g. Literacy Toolbox and The Multisensory Language course.
- We use small group targeted intervention programmes to improve skills in a variety of areas including independent living skills and independent travel training.
- We offer screening for any students who have suspected Learning Difficulties.
- We use ICT to reduce barriers to learning where possible.
- We seek support and advice from SENTASS to ensure any barriers to success are fully identified and responded to.
- We assess pupils regularly and report progress to parents and staff.
- We assess pupils for access arrangements for GCSE and GCE examinations.
- We offer reduced class sizes for the lowest achievers in English.
- We offer support before and after school for revision, catch-up and homework.

Social, Emotional and Mental Health:

e.g.

- Social Difficulties
- Mental Health Conditions
- Emotional Difficulties



SEAL Groups

- Our behaviour management systems are based on encouraging pupils to make positive decisions about behavioural choices.
- Our behaviour policy identifies where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum.
- Our school has clear sanctions and rewards that are followed to offer children structure and routine.
- We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities.
- Our school provides effective social and emotional scaffolding for all pupils in a nurturing environment.
- Our school provides effective pastoral care for all pupils.
- We use small-group targeted programmes to improve social skills and emotional resilience.
- We enable access to alternative curriculum options, where appropriate, to provide a different approach to the curriculum, and support pupils with social, emotional and behavioural needs.
- Our SEAL groups provide structured and time-limited interventions for vulnerable pupils.
- Our pastoral staff support all aspects of social, mental and emotional needs.
- We seek support from outside agencies such as the School Health Advisor, the Children and Young People's Service (CYPS), and Barnardo's.

Sensory and Physical Needs: including an Additionally Resourced Centre (ARC) for Physical/Medical Disability

e.g.

- Hearing/Visual Impairment
- Multi-sensory impairment
- Physical Disabilities
- Medical Needs



Re-Rebound Therapy

- We provide support and aids to ensure access to the curriculum and develop independent learning.
- We use ICT to increase access to the curriculum.
- We seek and act on advice and guidance for pupils who have significant medical needs.
- We support Occupational Therapy, Physiotherapy, Hydrotherapy and Re-bounce therapy programmes.
- We deliver 1:1 targeted intervention programmes to pupils to improve skills e.g. motor skills
- All entrances to our school have ramps fitted to allow wheelchair access.
- A centrally located lift ensures access to all areas of the building.
- Our school has a disabled toilet suite with shower and hoists, physiotherapy room, medical room, disabled access to the swimming pool and sports facilities.
- We offer inclusive sports and TAZ, (The Active Zone), our after-school sports club.
- Benfield School has an Additionally Resourced Centre (ARC) for young people with a physical or medical disability.
Placements are made by the Local Authority.

Communication and Interaction Needs: including an Additionally Resourced Provision (ARP) for Autistic Spectrum/Social Communication Difficulties

e.g.

- Autistic Spectrum/Social Communication Disorders
- Speech, Language and Communication Needs

The Cherrywood Centre



A Cherrywood Centre baking session



SLCN Group

- We have an experienced staff team who are familiar with ASD and students' who present with communication difficulties.
- We have areas of low distraction/stimulus
- We use visual timetables according to need.
- We offer support and supervision at unstructured times of the day e.g. break and lunchtime.
- We offer social skills programme/support including strategies to enhance self-esteem.
- We offer small group targeted intervention programmes to improve skills in a variety of areas including independent living skills and independent travel.
- We use of ICT to reduce barriers to learning where possible.
- We use strategies/programmes to support speech and language development.
- We offer SLCN groups to give structured and time-limited interventions to vulnerable pupils.
- We have a Local Authority Additionally Resourced Provision (ARP), the **Cherrywood Centre**, for young people with social communication difficulties or autistic spectrum disorder. (Please note all placements are made by the Local Authority and discussions must be had with their SEND team if you would like to talk about an admission with us.) We run termly open mornings for prospective parents which are very popular and need to be pre-booked with Cherrywood, should the Local Authority agree to a potential placement.
Placements are made by the Local Authority.



If you have any concerns about your child's SEN, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO. Although school complaints procedures are in place we would always hope to resolve any issues or concerns informally by working in partnership with parents.

All schools receive funding in their budget to allow them to provide for pupils with SEN, and have the freedom to make the necessary arrangements using existing staff; or look for advice and support from outside the school.

Newcastle Local Authority Local Offer

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0> or Goggle 'Newcastle Local Offer'

Local Authority SEND Team Caseworkers- 0191 2774637

Parents can contact their local Special Educational Needs and Disabilities Advice and Information Service (SENDIAS) for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

The SENDIAS Officer can be contacted on 0191 284 0480

or by e-mail: judith.lane@newcastle.gov.uk